DOCUMENT RESUME

ED 263 338 CE 042 798

AUTHOR	Towey, Carroll F.; And Others
TITLE	Quality Standards for Adult Education Programs.
PUB DATE	Jul 85
NOTE	47p.; A presentation based on this document was given at the National Adult Education Conference (Milwaukee, WI, November 1985).
PUB TYPE	Guides - Non-Classroom Use (055)
EDRS PRICE	MF01/PC02 Plus Postage.
DESCRIPTORS	Academic Achievement; Adult Basic Education; *Adult Education; *Adult Programs; Ancillary School Services; Check Lists; Community Involvement; Educational Facilities; *Educational Objectives; Guidelines; Postsecondary Education; Program Administration; Program Development; Program Evaluation; Public Relations; Staff Development; *Standards; Student Personnel Services

ABSTRACT

This guide was developed from a perceived need to improve the procedures and standards used in managing adult education programs funded under the Adult Education Act. Based upon an analysis of materials used in managing adult education programs, the various standards and elements were synthesized into the eight major sections covered in this document. These sections include administration, planning, facilities, instruction, staff development, community involvement and public relations, evaluation, and student services. Criteria used for selection of the standards consisted of (1) appropriateness for adult education and adult basic education programs; (2) concern for the students; (3) reliability; and (4) applicability to all segments of the population including residents of rural areas, residents of urban areas with a high rate of unemployment, adults with limited English language skills, and institutionalized adults. The standards are set up in a checklist format to facilitate evaluation. (KC)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED263338

QUALITY STANDARDS FOR ADULT EDUCATION PROGRAMS

Name of Reviwer _____

Program Title: _____

Institution/Organization: _____

Program Period Assessed: _____

Date of Assessment: _____

Contact Official: _____
(Name)

_____
(Address)

_____
(Telephone Number)

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION
CENTER (ERIC)

☑ This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

C Towey

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

CE 042 798

70

Appreciation is expressed to the six State Directors of Adult Education for their outstanding contribution in the development of this program management guide. Members of the Working Committee who participated in this endeavor included: Dr. Robert D. Clausen, Oregon; Sharon D. Darling, Kentucky; Dr. Brent H. Gubler, Utah; Dr. Leonard R. Hill, Nebraska; Dr. Donald A. McCune, Calfornia; and William E. Reynolds, Illinois. Dr. Carroll F. Towey, Senior Education Program Advisor, Division of Adult Education, Office of Vocational and Adult Education served as Committee Chair.

For further information on Quality Standards for Adult Education Program Management contact Carroll F. Towey (202) 732-2391.

FOREWORD

This guide was developed from a perceived need to improve the procedures and standards utilized in managing adult education programs funded under the Adult Education Act. Standards of excellence that numerous adult educators are striving to achieve could be facilitated through following the procedures contained in this publication. Purposes of this study were to: (1) develop a common core of quality standards and elements for managing adult education programs; (2) design an instrument which could measure quality standards and elements; and (3) improve program practices for achieving excellence in adult education programs.

Based upon an analysis of materials used in managing adult education programs, the various standards and elements were synthsized into eight major sections including: Administration, Planning, Facilities, Instruction, Staff Development, Community Involvement, and Public Relations, Evaluation, and Student Services. Criteria utilized throughout this selection process consisted of: (1) appropriateness for adult education and adult basic education programs; (2) concern for the student; (3) reliability; and (4) applicability to all segments of the population including residents of rural areas, residents of urban areas with high rate of unemployment, adults with limited English language skills, and institutionalized adults.

Use of this guide for achieving quality standards could increase the likelihood of SEA's achieving a high state of excellence in their adult education programs. As a result of applying this management guide in local program reviews various strengths and weaknesses could be identified for program improvement. Some of this improvement could carry over into succeeding State plans to help America's disenfranchised adults become more employable, productive, and responsible citizens.

	NEEDS TO IMPROVE	MEETS STANDARD	EXCEEDS STANDARD	NOT APPLICABLE	MATERIAL REVIEWED AND/OR OBSERVATION
Standard A. The adult education program has an established philosophy and goals for guiding program operations.					
Elements A.1 The program has formally adopted a philosophy and goals for guiding program operations.					
A.2 The conduct of the program is consistent with approved philosophy and goals.					
Standard B. The adult education administrator has a formal organizational structure for conducting the program.					
Elements B.1 The administrator has a formal chart depicting organizational structure and relationships among staff members.					
B.2 Duties and responsibilities of staff members are available for examination as part of available records.					
B.3 The formal organizational structure is used as a basis for processing information, recurring work assignments, communicating with students, and working with the community at large.					
Standard C. Duties, functions, and qualifications of staff are primarily adult education oriented.					

	NEEDS TO IMPROVE	MEETS STANDARD	EXCEEDS STANDARD	NOT APPLICABLE	MATERIAL REVIEWED AND/OR OBSERVATION
Elements C.1 Staff have received training and/or degree in adult education courses of study.					
C.2 The duties and qualifications of program staff are related to adult education activities.					
Standard D. Administrative support services are commensurate with those required.					
Elements D.1 Clerical support is available for program usage.					
D.2 Support staff serves instructional, administrative, and student needs.					
D.3 Staff can process routine contacts with minimal assistance.					
Standard E. Management practices are employed to achieve optimum program results.					
Elements E.1 The adult education administrator coordinates major program elements to achieve results.					
E.2 The adult education administrator delegates specific tasks to appropriate staff.					
E.3 Program administrator follows through on tasks to ensure completion when scheduled.					

	NEEDS TO IMPROVE	MEETS STANDARD	EXCEEDS STANDARD	NOT APPLICABLE	MATERIAL REVIEWED AND/OR OBSERVATION
E.4 Major events are coordinated to occur at appropriate time intervals throughout the year.					
E.5 Criteria for employing program personnel are available upon request.					
E.6 Student enrollment, instructional progress, follow-up data, and fiscal reports are reported to the State education agency on a timely basis.					
E.7 Fiscal accountability procedures are in accordance with program operating procedures.					
E.8 Program descriptions are available for providing information to adult education students and members of the community.					
Standard F. An Adult Education Advisory Council has been established and periodic meetings are conducted.					
Elements F.1 A listing of representative program personnel serving on the Advisory Council is available.					
F.2 Advisory Council meetings are regularly conducted with supporting records and minutes available for examination.					

	NEEDS TO IMPROVE	MEETS STANDARD	EXCEEDS STANDARD	NOT APPLICABLE	MATERIAL REVIEWED AND/OR OBSERVATION
Standard A. The adult education management plan consists of goals and objectives consistent with legislative and State plan requirements.					
Elements A.1 Objective statements describe measureable, outcomes (i.e., products, program changes, student accomplishments).					
A.2 Program purposes and objectives encourage adult basic education programs that will: (1) enable all adults to acquire basic literacy skills necessary to function in society; and (2) provide training and education that will enable them to become more employable, productive, and responsible citizens.					
Standard B. The goals and objectives of the adult education program have been disseminated to staff.					
Elements B.1 Materials have been published and disseminated to staff regarding program goals and objectives.					
B.2 Staff meetings are conducted with staff and faculty to provide information and discuss program issues relating to program goals and objectives.					

	NEEDS TO IMPROVE	MEETS STANDARD	EXCEEDS STANDARD	NOT APPLICABLE	MATERIAL REVIEWED AND/OR OBSERVATION
Standard C. There is evidence of the program's objectives or progress in achieving those objectives.					
Elements C.1 Program achievements are disseminated to adult learners, counselors, advisors, and other organizations.					
C.2 Review and feedback of progress with higher level administrator in meeting program objectives occurs on a periodic basis.					
Standard D. A long range plan for adult education in the community has been developed.					
Elements D.1 A community needs assessment is used to provide a basis for the future growth and direction of the program.					
D.2 Several long term solutions have been incorporated into the long range plan.					
D.3 The plan ensures the target population will be served in the present as well as in future program operations.					

FACILITIES

	NEEDS TO IMPROVE	MEETS STANDARD	EXCEEDS STANDARD	NOT APPLICABLE	MATERIAL REVIEWED AND/OR OBSERVATION
Standard A. Instructional facilities are readily accessible to adult students.					
Elements A.1 Facilities are located near target population.					
A.2 Facilities are accessible for handicapped and physically disabled students.					
A.3 Some of the classroom facilities are accessible by public transportation.					
Standard B. Facilities are adequate for instructional staff.					
Elements B.1 Storage space is available for instructor materials and equipment.					
B.2 Study space is available for instructor personnel.					
B.3 Space is available for intake processing and counseling of students.					
Standard C. Instructional facilities meet safety and health requirements.					
Elements C.1 Physical environment is conducive to safety and health.					
C.2 Classroom furnishings and equipment are conducive to health and safety.					

FACILITIES

	NEEDS TO IMPROVE	MEETS STANDARD	EXCEEDS STANDARD	NOT APPLICABLE	MATERIAL REVIEWED AND/OR OBSERVATION
C.3 Adequate lighting, ventilation, and temperature controls are found in classrooms and building.					
C.4 Toilets and other sanitary facilities are available for men and women.					

	NEEDS TO IMPROVE	MEETS STANDARD	EXCEEDS STANDARD	NOT APPLICABLE	MATERIAL REVIEWED AND/OR OBSERVATION
Standard A. Instructional materials are provided for usage in enabling students to become functionally literate.					
Elements A.1 Adequate instructional materials are available for each class.					
A.2 A variety of classroom materials and supplies are available for students.					
A.3 Instructional materials are up-to-date, free of sex and cultural bias, bilingual/bicultural if necessary, and appropriate to reading and mathematical levels. Special materials are available for handicapped students when required.					
Standard B. Audio visuals are utilized to improve instruction.					
Elements B.1 Overhead projectors, films, easel boards, etc. are available for instruction.					
B.2 A variety of visual aids are used when appropriate to the instruction presented.					
Standard C. Instructional materials are available to meet individual student needs and strengthen instruction.					
Elements C.1 Instructional materials are available to meet individual needs of students.					

	NEEDS TO IMPROVE	MEETS STANDARD	EXCEEDS STANDARD	NOT APPLICABLE	MATERIAL REVIEWED AND/OR OBSERVATION
C.2 Instructional materials are available to meet special needs of ESL students.					
C.3 Instructional aids are available to enrich program of instruction.					
Standard D. Basic student instruction is provided through a number of educational components.					
Elements D.1 Instruction in pre-literacy skills (i.e., speaking, listening, cultural orientation, etc.) is provided to students in need.					
D.2 Instruction in literacy skills (i.e., reading, writing, computation, problem solving, etc.) is provided.					
D.3 Instruction in consumer economics, occupational knowledge, health, community resources, and government and law, etc., is provided.					
D.4 Instruction in academically related high school diploma subjects, (i.e., mathematics, reading, writing, science, social studies, etc.) is provided.					

	NEEDS TO IMPROVE	MEETS STANDARD	EXCEEDS STANDARD	NOT APPLICABLE	MATERIAL REVIEWED AND/OR OBSERVATION
Standard E. Optional methods of instruction are available for achieving instructional goals and competencies.					
Elements E.1 Technology assisted instruction is provided.					
E.2 Computer managed instruction is available.					
E.3 A variety of adult instruction methods are utilized in classroom instruction.					
E.4 Individualized instruction is emphasized and/or utilized.					

STAFF DEVELOPMENT

	NEEDS TO IMPROVE	MEETS STANDARD	EXCEEDS STANDARD	NOT APPLICABLE	MATERIAL REVIEWED AND/OR OBSERVATION
Standard A. The staff development component of the adult education program has clearly identifiable goals and objectives for improving instructor competencies.					
Elements A.1 Goals and objectives are clearly defined for improving instructional skills.					
A.2 Goals and objectives are stated relating to the improvement of instructor knowledge of program content.					
Standard B. A formal needs assessment is conducted among staff to ascertain their training needs.					
Elements B.1 A formal needs assessment is periodically conducted among staff and faculty to ascertain training needs and priorities.					
B.2 Program strengths and weaknesses are addressed in developing inservice training programs.					
B.3 Student recommendations are considered when designing training programs.					
Standard C. Staff development activities are planned throughout the year to meet diverse needs of faculty.					

	NEEDS TO IMPROVE	MEETS STANDARD	EXCEEDS STANDARD	NOT APPLICABLE	MATERIAL REVIEWED AND/OR OBSERVATION
Elements C.1 Provisions are made for conducting an orientation and/or preservice training for newly appointed staff.					
C.2 Trends and developments in adult education programs are regularly disseminated and discussed with staff.					
C.3 Outside resource personnel are utilized as guest speakers on specialized topics.					
C.4 Local staff are provided opportunities to share their expertise, research findings, etc., at designated meetings.					
Standard D. Staff development sessions are evaluated to determine their effectiveness in such areas as information dissemination, program relevancy, and quality of presentations.					
Elements D.1 An assessment of the overall quality of staff development instruction is regularly conducted.					
D.2 Participants have the opportunity to rate the quality of the training pertaining to information dissemination, meeting identified needs, and quality of presentations.					
D.3 Results of current and previous evaluations are utilized in designing future training programs.					

STAFF DEVELOPMENT

	NEEDS TO IMPROVE	MEETS STANDARD	EXCEEDS STANDARD	NOT APPLICABLE	MATERIAL REVIEWED AND/OR OBSERVATION
Standard E. Staff development activities have impacted the adult education program through improving teacher effectiveness in instructing adults.					
Elements E.1 Evidence is available to indicate instructors have improved their skills used in teaching program participants.					
E.2 Teachers have demonstrated to students and administrators an increased knowledge of program content.					
E.3 Teachers have demonstrated improved proficiency in acquiring and utilizing program materials.					
E.4 Faculty who have participated in staff development activities have demonstrated measures to improve program effectiveness, including reduced drop-outs, increased student completers, obtaining more information on students, increased referrals, etc.					
E.5 Students participating in the adult basic education program have indicated that the quality of instruction has improved, classes are more relevant, or that their needs are being addressed more effectively than previously.					
E.6 Staff development program accommodates teacher professional development.					

COMMUNITY INVOLVEMENT AND PUBLIC RELATIONS

	NEEDS TO IMPROVE	MEETS STANDARD	EXCEEDS STANDARD	NOT APPLICABLE	MATERIAL REVIEWED AND/OR OBSERVATION
Standard A. Community involvement and public relations are utilized in organizing and implementing the adult education program.					
Elements A.1 Continuous information is provided to community based organizations, agencies, and other public service providers.					
A.2 Program information is regularly disseminated to the target population in the community.					
A.3 Coordination of services and activities is evident from student referrals to and from the related service agencies.					
A.4 Guest speaking engagements, "Open House," and other types of public centered activities are conducted by program staff.					
Standard B. Program administrator has conducted a community wide demographic analysis which is utilized in program planning.					
Elements B.1 Information is available pertaining to the potential number of students, age groupings, sex, and ethnicity.					
B.2 Information is compiled and made available concerning other adult education programs in the community.					

	NEEDS TO IMPROVE	MEETS STANDARD	EXCEEDS STANDARD	NOT APPLICABLE	MATERIAL REVIEWED AND/OR OBSERVATION
B.3 Information relating to school dropouts and program leavers is utilized in planning or coordinating program activities.					
B.4 Information relating to occupational knowledge and job training programs is disseminated program staff and participants.					
Standard C. A community wide recruitment program is set up to provide for program expansion and greater program access.					
Elements C.1 Program administrator ascertains from student feedback data which recruitment methods have proven most successful among groups of participants.					
C.2 Program information is made available to community based organizations and service providers for subsequent distribution to prospective students.					
C.3 Classes are co-sponsored with various organizations to facilitate recruitment of target population.					
C.4 An analysis of student participation data is conducted to ascertain whether or not the target population is being recruited as projected.					

	NEEDS TO IMPROVE	MEETS STANDARD	EXCEEDS STANDARD	NOT APPLICABLE	MATERIAL REVIEWED AND/OR OBSERVATION
C.5 Recruitment activities are conducted to at least maintain or to increase current levels of enrollment.					
Standard D. The adult education program initiates activities to increase coordination among agencies and organizations serving the adult population.					
Elements D.1 The adult education program actively participates in cooperative planning meetings and discussions.					
D.2 Volunteers are utilized in tutoring and other supportive activities in the adult education program.					
D.3 The program is coordinating activities with other agencies to improve services such as day care, transportation, facility utilization, guidance, and job placement.					
D.4 Linkages with business and industry are in effect.					
D.5 Cooperative linkages exist with other State and Federal programs providing employment services, job development, or vocational training.					

EVALUATION

	NEEDS TO IMPROVE	MEETS STANDARD	EXCEEDS STANDARD	NOT APPLICABLE	MATERIAL REVIEWED AND/OR OBSERVATION
Standard A. The program provides for an evaluation component consisting of feedback from students regarding their perception of program effectiveness.					
Elements A.1 Students have regular opportunities to provide feedback to teachers and counselors reflecting their perceptions of how effective the program has been for them.					
A.2 Information is collected from graduates and program leavers relating to the adequacy of instruction and their ability to pursue further education and training.					
Standard B. Feedback is obtained from groups, organizations, and related programs that have an interest in the continuation of the program.					
Elements B.1 Information from an existing advisory committee or participatory planning committee is obtained and utilized.					
B.2 Feedback is obtained from other organizations and related programs concerning coordination and referral services.					
Standard C. Impact information is regularly obtained from student completers and leavers describing the results of the program.					
Elements C.1 Information pertaining to work related outcomes is collected.					

EVALUATION

	NEEDS TO IMPROVE	MEETS STANDARD	EXCEEDS STANDARD	NOT APPLICABLE	MATERIAL REVIEWED AND/OR OBSERVATION
C.2 Information pertaining to reduced dependency upon welfare is collected.					
C.3 Information concerning students entering adult secondary, or college programs is available.					
C.4 Information concerning students entering training programs such as vocational educationand Jobs Training Partnership Act (JTPA) is available.					
C.5 Information describing increased confidence levels of students dealing with personal and family life coping situations.					
C.6 Information describing the extent to which student objectives are met is available.					
C.7 Information pertaining to increased levels of self confidence in coping with societal demands is available.					
C.8 Information is available to describe increased student effectiveness in coping with situations pertaining to consumer economics, occupational knowledge, health, community resources, government and law.					

	NEEDS TO IMPROVE	MEETS STANDARD	EXCEEDS STANDARD	NOT APPLICABLE	MATERIAL REVIEWED AND/OR OBSERVATION
C.9 Information is available to describe increased student proficiency in reading, writing, speaking, listening, computation, and problem solving.					
Standard D. Instructors are involved in measuring program implementation.					
D.1 Instructors make regular assessments of students' progress.					
D.2 Instructors view assessment of student progress as an integral part of instruction/ learning/ application and as necessary to both student and course/instruction improvement.					

	NEEDS TO IMPROVE	MEETS STANDARD	EXCEEDS STANDARD	NOT APPLICABLE	MATERIAL REVIEWED AND/OR OBSERVATION
Standard A. A system for awarding educational credit is established and maintained by the agency.					
Elements A.1 A system is established that will enable students to transfer earned educational achievements to other educational institutions.					
A.2 Student records consisting of test scores, progress reports and other essential information are maintained by the agency.					
Standard B. Provisions for diagnostic and achievement testing are available for students.					
Elements B.1 Placement assessment is conducted at the time of initial student enrollment into the program.					
B.2 Diagnostic and achievement testing, including the GED Test, is available or can be reasonably scheduled to accommodate program participants.					
B.3 Students have the opportunity to demonstrate subject matter proficiency through competency testing.					
B.4 Diagnostic and assessment testing is available for students with limited English and non-English speaking skills.					

	NEEDS TO IMPROVE	MEETS STANDARD	EXCEEDS STANDARD	NOT APPLICABLE	MATERIAL REVIEWED AND/OR OBSERVATION
B.5 Provisions for assessing and recording progress in completing student goals, objectives, or educational achievements are established.					
Standard C. Guidance and counseling services are available to facilitate student growth, direction setting, accessing information, and decision making.					
Elements C.1 Guidance and counseling services are available to program participants.					
C.2 Agency referral services are made available upon request to facilitate problem solving (e.g., including emergency food, shelter for abused women, legal services).					
Standard D. Supportive services are available for program participants.					
Elements D.1 Child care services are facilitated by the program to assist parents to continue their education.					
D.2 Transportation services are facilitated by the program.					